



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Our 'child-directed' curriculum deeply resonates with our service Philosophy, which emphasises respect for children's rights, individuality, and their role as active participants in learning. By allowing children to lead their educational journey, we embody our belief in fostering independence, curiosity, and a lifelong love for learning. This approach ensures that our practices are not just about providing education but nurturing confident, capable, and self-assured individuals.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for embedded**' description so you can add it to your QIP or SAT (NSW only).

Critical Reflection

Please explain how your 'child directed' curriculum connects with your service Philosophy.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

Week 7, 11 to 15 March 2024 – 1.2.3 Child directed learning. Copyright Centre Support Pty Ltd 2024 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Part 1: Explanation of 'Child Directed' Curriculum This part of the question asks you to describe your curriculum that is 'child directed.' A 'child directed' curriculum is one where the learning activities and projects are chosen based on the interests, choices, and decisions of the children themselves, rather than being strictly predetermined by educators. It focuses on allowing children to explore their own curiosities and learn at their own pace, guided by their questions and interests.

Part 2: Connection with Service Philosophy

Here, the question is asking how this approach to learning—where children lead their own educational journey—aligns with the overall philosophy or foundational beliefs of your educational service or setting. It's looking for an explanation of how the principles underpinning your 'child directed' curriculum reflect or are supported by the broader values, goals, and mission of your service. It's asking you to draw connections between the practical application of your curriculum and the ideological or conceptual framework that guides your entire educational practice.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please explain how your 'child directed' curriculum connects with your service Philosophy.

Respect for Individuality: Our philosophy emphasises the uniqueness of each child. The child-directed curriculum allows each child to pursue learning in areas of personal interest, mirroring our belief in honouring individual preferences and strengths.

Promotion of Independence: Aligning with our philosophy that values independence, the curriculum encourages children to make choices about their learning activities, fostering self-sufficiency and decision-making skills from an early age.

Collaborative Learning Environment: Our service believes in the importance of social learning. The child-directed approach facilitates children working together on projects of mutual interest, promoting teamwork and communication skills as outlined in our philosophy.

Holistic Development: Reflecting our philosophy's focus on the holistic development of children, the curriculum supports not just academic growth but also social, emotional, and physical development, as children choose activities that challenge and interest them across a broad spectrum.

Inquiry-Based Learning: Our philosophy supports curiosity and learning through discovery. The child-directed curriculum enables children to explore their questions and hypotheses, engaging in hands-on learning that aligns with our emphasis on inquiry as a critical learning tool.

Empowerment and Agency: Central to our philosophy is the concept of empowering children. By allowing them to direct their learning, the curriculum embodies this principle, giving children the agency to influence their educational journey and outcomes.

Connection to the Real World: Our service's philosophy includes making learning relevant to the children's world. The child-directed curriculum allows children to engage in projects and investigations that connect their interests to real-world issues and contexts, making learning meaningful and applicable beyond the classroom.

Your example. Select a point from above and break it down into the subsections.

Please discuss how you are using a 'Child Directed' Curriculum.

How it connects to your philosophy?